|  |
| --- |
| 1. What is our purpose? |
| To inquire into the following:  1. **Transdisciplinary Theme**   **How we organise ourselves**   1. **Central Idea**   All members in a group work together to achieve a goal.  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy**:  **Tool**:  **Description:** They have to organise themselves in small groups and they have to come up with (teachers will give them) a problem they have to solve. They have to show they can work together in an organise way.  **Prompt**: They have to find a situation in the school and they have to find out the solutions    **Evidence:** |

|  |  |
| --- | --- |
| **Class/Grade:** Kinder | PYP Planner |
| **Age Group:** 5-6 |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Date:** October 14th - | |
| **Teachers:** Fernando Arce, Carmen Elvira Cabal, Aura María Caicedo, Pilar Clavijo, Elaine Escobar, Clara Inés Flecher, Martha Parra, Claudia Madriñán, Claudia Herrera, Ivonne Muñoz, Ana Patricia Ortiz, William Osorio, María Elena Valencia, Juan Guillermo Velásquez & Sidey Viedman. | |
| **Proposed Duration:**        hours over weeks | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?   * FUNCTION organization | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * How some insects are organised to work together * Jobs and duties at School * How all jobs at school contribute to learning | |
| What teacher questions/provocations will drive these inquiries?  **Provocation**  Children will watch some videos where they can visualize some organizations.  Ant Video, extreme make over. | |

|  |  |
| --- | --- |
| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  Las profesoras de español dividirán el grupo de dos. Cada subgrupo contara con la presencia de una profesora, la cual explicara que realizaremos un juego del saber, donde cada niño tendrá la oportunidad de expresar sus conocimientos acerca de un tema en particular. El juego consistirá en una ruleta de preguntas acerca del las líneas de la unidad de indagación. Las preguntas serán entre otras: Cómo esta organizado el colegio? Qué se necesita para que un colegio funcione adecuadamente? Qué clases de trabajo hay en un colegio? Qué debemos hacer para que las personas de un colegio se sientan felices?. Cada niño tendrá la oportunidad de girar la ruleta y de contestar la pregunta señalada.  Strategy- Open ended task Tool- anecdotal record  **Skill**  **SELF MANAGEMENT Time management (P.E/swimming)-** Using time effectively and appropriate.  Strategy- open ended task Tool- Checklist  **RESEARCH - Collecting data** (Maths) - what is collect data?  Strategy- Tool-  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **Lines of inquiry**  **How some insects are organised to work together**  Matching sheet - Children will match the ant´s job with their charecteristic.  Strategy -Selected response Tool- checklist  **Jobs and duties at schools** –  Make a list of all the jobs that you can remember and then be ready to explain to the teacher what they do.  Strategy- selected response Tool- Checklist  **How all jobs at school contribute to learning** | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **Science**  School – Children will look for an ant hill outside they will register in the notebook what they observed.  CIAT- Children will observe an ant hill inside and they will register in a sheet.    **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **SKILLS**  **RESEARCH Collecting data** ( Maths)  **COMMUNICATION Listening-**  (L1)Giving oral reports to small and large groups.  (L2) Listening to others  **SOCIAL** accepting responsibility Social studies taking on and completing tasks  **THINKING** acquisition of knowledge science gaining facts about how insects are organised  **Learner Profile**  **Attitudes**  Integrity  commitment |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  Juan Guillermo Velasquez, CIAT, CCB, Library, Books related to insects, ICT, Videos related to insects.  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?** |

|  |
| --- |
| **6. To what extend did we achieve our purpose?-** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.** |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.** |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  They realize that everybody is different.  They learnt about themselves and respect others traditions. |

|  |
| --- |
| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**   * Develop an understanding of the concepts identified in “What do we want to learn?”   **In each case, explain your selection** |

|  |
| --- |
| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  **What student–initiated actions arose from the learning?**  [Please begin typing here] |

|  |
| --- |
| **9. Teacher notes** |
| Estar más conectados con español en las actividades al realizar l la unidad. Español puede conducirlas y los classroom teachers trabajar el vocabulario necesario para después poderla desarrollar(jobs and duties at school). |